



Universidad
de Alcalá

GUÍA DOCENTE

Integrated Planning for Bilingual Education

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera
Universidad de Alcalá**

Curso Académico 2024/25

2º cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Integrated Planning for Bilingual Education
Código:	201770
Titulación en la que se imparte:	Máster Universitario en Enseñanza del inglés como lengua extranjera.
Departamento y Área de Conocimiento:	Filología Moderna, Filología inglesa
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Curso y Cuatrimestre:	Primer curso, Segundo cuatrimestre
Profesorado:	Ana Halbach ana.halbach@uah.es
Horario de tutoría:	Previa petición de hora
Idioma en el que se imparte:	Inglés

1. PRESENTATION

The aim of this module is to help students to develop an insight into the specific kind of planning needed in bilingual education and allow them to experiment with different models that have been proposed for planning in this context. Further, this module tries to link the different ideas developed in other subjects that have dealt with bilingual education to form a coherent whole, since, after all, teaching includes doing speaking tasks or writing exercises (maybe on a given subject-specific content) with such other elements as working on pronunciation or varying the classroom dynamics to avoid boring and repetitive teaching sequences, and assessing all of them.

2. COMPETENCES AND LEARNING OUTCOMES

Generic competences:

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

CB7 – Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.

Specific competences:

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

CE2.2 – Design the curriculum to be implemented in educational institutions, participate in collaborative planning, and apply didactic methodologies for groups and personalised ones adapted to students' diversity.

CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

C4 – Ability to use ICT

Learning Outcomes

At the end of the module students are expected to have acquired the following

Knowledge

1. of different planning models used in CLIL
2. of different levels of cognitive demand according to Bloom's revised taxonomy
3. of the advantages of backward planning
4. of the different types of assessment: of, for and as learning

Competences

1. plan a unit of work following one of the models presented
2. create tasks with different levels of cognitive demand
3. create different types of support for learners with different levels of ability
4. define learning outcomes, and match them to assessment criteria, assessment tasks and assessment standards
5. identify stages of the teaching learning process where assessment for learning becomes important

Skills

1. collaborate to create a common understanding of the models for planning
2. evaluate each other's proposals for a unit plan

Be able to demonstrate an understanding of planning and its implication for monitoring, evaluating and assessing learning which

- has a focus on language and content
- takes students' specific needs and abilities into account
- takes the specific context of bilingual teaching into account
- takes account of short and medium-term planning

- includes a variety of instructional activities and modes of interaction
- Students are also expected to be able to understand, and make use of, resources for planning and continued professional development.

3. MODULE CONTENTS

UNITS	Credits
1. Effective learning in CLIL 1.1 What characterizes effective learning? 1.2 What is specific to learning in CLIL?	<ul style="list-style-type: none"> • 0,5 credits
2. Planning models for CLIL 2.1 Ways to integrate language and content in CLIL	<ul style="list-style-type: none"> • 2 credits
3. Adapting learning tasks to different learner needs	<ul style="list-style-type: none"> • 0,5 credits
4. Assessing learning 4.1 Assessment of, for and as learning 4.2 From learning outcomes to assessment standards	<ul style="list-style-type: none"> • 1 credit

Class timetable

The course has a blended approach combining three face-to-face sessions with online teaching.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Online tasks and debates	4
Preparation of materials for class	7

Assessment tasks	45
Independent study and reading	35
Face-to-face teaching sessions	9

4.2. Methodologies, materials and teaching resources

The course uses a combination of individual study (reading and reflecting) with extensive applied work (course tasks) and whole-group debate and exchange of experiences and points of view, both online and face-to-face.

Methodologies	Materials and teaching resources
Explanations	Power-point presentations, articles and other readings
Responses to questions and doubts	Course forum, face-to-face teaching sessions, e-mail exchange
Materials published on Blackboard	Units published on Blackboard; forum tasks
Group tutorials	Course forum, face-to-face tutorials

5. ASSESSMENT

Continuous Assessment:

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH normative on evaluation of the learning.

Assessment of the course will be based on the following elements:

On-line tasks: 10%

Course Tasks: 25% each

Presentations and participation in class: 15%

The following criteria will be used for assessment:

- The extent to which depth of understanding of planning is demonstrated using one of the models
- The depth of each participant's individual reflection
- The examples produced which illustrate understanding of principles
- The ability to present / explain understandings to other students

- The ability to contribute to group discussions and provide feedback on other students' work

Final Assessment:

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

If permission is granted, final assessment will consist of the course tasks plus one additional task (25% each).

Resit:

Re-sit assessment will follow the same format as final assessment.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into Practice*. Oxford: Oxford University Press.

Brisk, María Estela (2015). *Engaging Students in Academic Literacies*. New York and London: Routledge.

Cammarata, L. (ed) (2016). *Content-based foreign language teaching: curriculum and pedagogy for developing advanced thinking and literacy skills*. New York: Routledge.

- Coyle, D., Hood, P., Marsh, D. 2010. *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- De Graaff, R; Koopman, G.J; Anikina, Y. and Westhoff, G. (2007) An observation tool for effective L2 pedagogy in Content and Language Integrated Learning (CLIL). *International Journal of Bilingual Education and Bilingualism* 10 (5) 603-624
- Genesee, F. & Hamayan, E. (2016). *CLIL in Context: Practical Guidance for Educators*. Cambridge/New York: Cambridge University Press.
- Halbach, Ana (2018) A literacy approach to language teaching: a proposal for FL teaching in CLIL contexts. *PULSO. Revista de educación*, 41, 205-223.
- Lyster, R. (2018). *Content-based language teaching*. [The Routledge E-Modules on Contemporary Language Teaching edited by B. VanPatten & G. Keating.] New York: Routledge.
- Mickan, P. (2013) *Language Curriculum Design and Socialization*. Bristol: Multilingual Matters
- Moore, P., & Lorenzo, F. (2015) Task-based learning and content and language integrated learning materials design: process and product, *The Language Learning Journal*, 43:3, 334-357.